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The Fall 1969 edition of this biannual publication contains current information on early childhood education. Articles reviewing 53 publications are addressed to researchers, educators, Head Start personnel, paraprofessionals, and parents. Reports on research projects, booklets on activities for children, preschool programs, and curriculum guides are presented. In a question-answer format, the following questions, among others, are posed and answered in 200-400 word articles: "What is the Bereiter-Engelmann approach to language learning?" "How do you test a bilingual child?" "How can a teacher decide which are the best educational materials to use in her class?" "What kind of research studies are carried out in Head Start Regional Evaluation Centers?" "What curricular methods are currently used to foster perceptual motor development in preschool children?" An author-title index is comprehensive and contains the source and price for each publication reviewed. (DO)

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PREFACE

For this issue of the Childhood Resources Information Bulletin (CRIB) we have adopted a question-answer design. The article which follows each question gives at least the beginning of an answer. We wish we could give complete answers to all of the questions raised, but those of you who work in the field of early childhood education already know that problems are not that easily solved. Therefore, we offer this issue of CRIB as an aid and hope that you will find it a useful source of information.

To find additional information about any pamphlet, research study, or paper cited in a given article, look up the author (or the title if there is no author) in the Author-Title Index in the back of CRIB. The source from which the whole document or booklet may be obtained is given along with the bibliographic citation. Whenever possible, price has been included but it should be remembered that all prices are subject to change without notice. Please write directly to the source listed when ordering a document. ERIC documents (those with ED Numbers) are available through the ERIC Document Reproduction Service and an order blank is provided.

We have included a questionnaire in the back of this issue of CRIB. Since CRIB is primarily a service publication, we are particularly interested in your reactions to it and would welcome any suggestions that you may have.

PRESCHOOL PROGRAMS

APPROACHES

What is the Bereiter-Engelmann approach to language learning for the disadvantaged child?

Disadvantaged children preparing for school are in special need of language training according to *Academic Instruction and Preschool Children* by Carl Bereiter. Factors to be considered when planning a language program for these children are: (1) By the time they are 5 years old, disadvantaged children are usually two years behind their advantaged peers in language development. (2) Verbal abilities are the best single predictor of academic achievement, which indicates the severity of the handicap disadvantaged children have when they enter school. (3) Disadvantaged children, when compared to advantaged children, evidence more school failure, grade repetition, mental retardation, school dropouts, and low attainment upon completion of school. (4) Children who lag academically must progress at a faster than normal rate in order to catch up. (5) Since all areas of development cannot be accelerated at one time, compensatory programs must select specific goals, and special curriculum content.

The Bereiter-Engelmann language learning program is a response to the urgent need for efficient language training of disadvantaged children. This program is less concerned with those aspects of language which serve mainly social or expressive purposes, and concentrates on inculcating language tools essential to understanding concepts, logical thinking, and problem solving. Examples of the language tools taught are (1) the ability to use both affirmative and "not" statements in reply to the question, "What is this?" "This is a car: This is not a car," (2) the ability to use certain prepositions correctly in statements describing arrangements of objects, and (3) the ability to perform simple "if-then" deductions. In teaching these language patterns strong emphasis has been placed on learning to produce them, not merely to respond to them. Pattern drills not unlike those used in teaching foreign languages to college students are used. These drills teach new language operations rather than replacing old patterns, to avoid conflicts arising because the children have already learned to express the same thoughts in nonstandard ways. Stressing language development, the Bereiter-Engelmann program minimizes or omits the traditional preschool activities of arts and crafts, block play, dramatic play, and group play.

How can parents and other community adults be trained to help in a rural Head Start Center?

The Child Development Group of Mississippi, which operates one of the largest Head Start programs in the United States, invited Lena Gitter, a Montessori teacher, to organize a summer program in Moss Point. Its purpose was to train subprofessionals in the theory and practice of Montessori education. Parents and other adults in the immediate community were trained to operate Head Start centers. Disadvantaged Negro parents and other adults played a meaningful role as they helped educate their children and contributed services to their community. *Montessori in Mississippi* by Lena L. Gitter describes the program.

The training center provided a Head Start program for local children in addition to being a training center to which teacher trainees and resource people could come for observation and

discussion. The practical results of the program were substantial, and included (1) the establishment of additional Head Start centers, (2) the production of books and other teaching materials prepared in the centers by parents, (3) the creation of new jobs for unemployed adults, and (4) an opportunity for the poor to play a major role in creating a program which could help them.

Several recommendations resulted from the experiences at Moss Point. First, it is important to include in any training program for the disadvantaged practical exercises. Second, the use of mobile classrooms as teaching devices would significantly improve the educational opportunities of poor, rural people. Good teachers from rural areas could then be used to the best advantage of the rural community. Third, the artistic impulse in children must be more seriously encouraged. Public schools impose too narrow a concept of what is good artistic expression. Painting, playacting, and reading or being read to, are all of great developmental importance. The Montessori classroom provides the vital context within which such learning and development can occur.

What is the philosophy and program of a Deutsch Model experimental preschool classroom?

The Deutsch Model: *Institute for Developmental Studies* reports the work of Dr. Martin Deutsch, Director of the Institute, who has supervised experimental preschool classrooms in Harlem since 1962. The Deutsch model which has evolved is based upon three premises: (1) Culturally deprived children need to be in nurseries which emphasize cognitive development. (2) The curriculum must be balanced between meeting specific deficits and remedial measures. (3) Disadvantaged children need to overcome their motivational and language handicaps.

The structure of the curriculum is based upon two assumptions. The first assumption is that environment affects the development of cognitive skills. A physical and psychological environment, which is appropriate for children's development, is provided. In the physical environment, when attempts are made to focus the child's attention on the curriculum, stimuli are presented in an orderly fashion, relevant to the ages, sizes, and developmental levels of the children. The psychological environment is time-oriented and fosters self-reliance, achievement motivation, and the development of a positive self-concept. The second assumption is that cognitive development proceeds in stages. Therefore, the curriculum stresses sequential learning, individual pacing, and immediate feedback.

The curriculum concentrates on four areas: language, self-concept, perception, and conceptual. To help children overcome language handicaps, the children take field trips, conduct oral story telling, use the Language Master, telephone, and play Language Lotto (developed by Dr. L. Gotkin).

To develop self-concept, children role play, view themselves in full and hand mirrors placed in the dress-up corner, and make albums of their own photographs during the year. A team of teachers also visits the home.

The goal in perceptual development is to enhance the children's direct sensory skills, stimulus recognition, discrimination, and differentiation. In developing auditory perception, children listen to recordings of common sounds and select toys and pictures which represent the sounds. By using the Letter Form Board, a puzzle using letters of the alphabet, the children develop visual perception.

Conceptual development attempts to help the child to learn basic physical concepts, to relate, classify, and generalize about traits of objects and ideas. The materials which are used provide contrast and lend themselves to matching, sorting, and classifying activities. A quiet work time is set aside for children to work individually or in small groups on activities directly related to cognitive development and formal learning.

The most controversial preschool reading program, proposed by Doman, uses huge flash cards beginning with words that refer to parts of the body. Four years after his materials were distributed a study was conducted which supported his techniques. Another controversial reading device is the "talking typewriter." The machine is programmed so that the user may strike a key, after which the keyboard locks until the voice gives the sound usually associated with the letter.

What are some of the approaches now being used to teach preschool children?

Popular approaches to preschool learning are evaluated and further research is proposed in this article, *Specialized Approaches to the Instruction of Young Children* by Stanley Krippner. One approach to young children is through the Montessori Method. Montessori believed that mental development depended on interaction between internal growth and external stimulation. In 1906 Montessori established a preschool program which emphasized intrinsic motivation, sense training, and motor activities. Some teachers believed that Montessori would be suitable for use with disadvantaged children in American slums. Critics of the method have stated that Montessori tecnniques and modern educational philosophy are irreconcilable.

The usual approach for disadvantaged children used in many Head Start programs offers unstructured play, spontaneous expression, and enriching cultural experiences. Also emphasized are preventive medicine, social work, and indoctrination in the virtues of school. However, the available research indicates that better results are obtained when disadvantaged preschoolers enter a program which emphasizes structure, discipline, and behavior change. Bereiter and Engelmann have reported striking changes in the language behavior of disadvantaged preschool children who have been through their program. Verbal rewards, punishments, and group responses are emphasized as the children learn verbal concepts, numbers, and linguistic skills.

Experimental data do not give definite support to any specific program of early learning. Research is needed to determine (1) the optimal age and successful methods for shaping and changing behavior, (2) if disadvantaged children can be educated and socialized without intimately involving the family and the community, and (3) which, if any, specific behaviors should be shaped or changed in disadvantaged children. In view of current controversies concerning early learning, there is an urgent need to begin more long-term research projects.

DESCRIPTIONS

How does a Head Start program operate in a big city?

Making Waves, Denver Head Start is a description of the Denver program. In 1967 the program operated 41 centers where two classes were held daily with 15 to 20 children in each class. The staff of each center consisted of a head teacher, teacher aide, and as many volunteers as were needed to maintain a ratio of one adult to five children. Head Start teachers usually had public school teaching experience, while inexperienced aides and volunteers served as a link between the community and the classroom.

Teachers established an atmosphere in which the children could easily succeed. The teacher aide and volunteers provided the children with individual attention. In addition, speech therapists gave weekly therapy to children with speech disorders. Staff cohesiveness was developed through workshops, training programs, consultations between teachers and educational specialists, and through the formation of a Career Development Program. In the career program, equal numbers of professionals and nonprofessionals planned job training opportunities and academic counseling for the entire staff.

A Parent Involvement Program was a successful venture. In addition to helping in the classroom, parents painted the Head Start centers. They also worked to improve the the quality of meals served. In the community the parents were instrumental in arranging an adult tutorial program for those who wished to complete high school education and a manpower program to enhance job training and job development posibilities. A weekend Head Start camp was organized to which parents were invited. During the day the children participated in camp activities while parents socialized and relaxed. During discussion sessions Head Start leaders attempted to discover parents' attitudes, opinions, and suggestions for improving the program.

Also successful was the provision of health, psychological, and sociological services. The health services were extensive. All the children were given seeing and hearing tests, and received immunization, if necessary. Dental services were also provided. An itinerant public health nurse constantly contacted the children, keeping their records updated and providing health education. Psychological services consisted of psychologists working in the classroom giving special attention to those children who did not respond positively to school. A social worker and a teacher aide worked together in the community to provide practical solutions to family problems.

The public schools and Head Start have since worked together to help children maintain their gains. Former Head Start teacher aides are working in the kindergartens using their Head Start techniques to help children continue their individualized learning.

What staff, facilities, and program activities should be considered in planning a prekindergarten school?

This publication, *Beginning Steps in Planning Schools for Three- and Four-Year-Old Children*, published by The University of the State of New York, is designed to help interested

individuals or groups to establish and maintain schools for 3- and 4-year-old children. A successful encounter with school and learning at this age level paves the way for achievement in later school life. The prekindergarten school must accept the child as he is, with his own pattern and rate of growth, and help him grow by providing appropriate tasks in all areas of development.

There are various types of prekindergarten schools: private, public, laboratory, and parochial. The keystone for a good school, of course, is the staff, and this is particularly true of schools for young children. A good prekindergarten school recognizes that young children are active, vigorous, and curious about their environment, and capitalizes on that fact.

Children need adequate space. Safe and sanitary indoor and outdoor play areas should be provided. Several types of play areas should be arranged, and contain safe, sturdy, durable, versatile learning toys and equipment. Such equipment could include materials for block building, household play, water play, woodworking, arts and crafts, nature and other scientific study, and cooking. Musical instruments, phonographs, and picture books should also be available. Of course, availability of any items will depend upon the school's budget. A school program involves more planning than just play-work activities, and depends upon whether full day or half day sessions are to be used. Snack time, story time, rest time, and cleanup are generally to be found in any school schedule. The curriculum for preschool children may include activities relating to social studies, science, language arts, number relationships, music, and art. Parent participation and parent-teacher cooperation can add an important dimension to the overall program. The teacher may want to keep records of the child's progress, for her own purposes in guiding the development of the child, and for future reference.

Can a city public school system handle training for disadvantaged preschoolers?

The Pittsburgh Preschool tries to give disadvantaged children the skills advantaged children have. *Portrait of a Preschool*, by Carolyn J. Hughes, describes a program which emphasizes articulation, manipulative skills, body coordination, and social skills which are important for school success.

After eight years of operation, the program has 58 preschools, including Head Start centers, under the jurisdiction of the public schools. During a 10-month period, two half day sessions are held daily, a morning session for the 3-year-olds, and an afternoon session for the 4-year-olds.

Of the entire staff, the teacher is the key person. As a person who is alert, agile, and aware of individual differences, the preschool teacher provides security and acceptance, and the child in turn accepts himself and others. The semester-long training of the preschool teacher consists of noncredit courses in sociology, psychology, child development, and curriculum building at the university, and attendance at regular inservice workshops.

The teacher aide performs nonprofessional duties making meals or snacks or preparing materials for play. As the aide gains experience, she supervises play or tells stories. The volunteers use

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their talents to enrich the program and give children additional personal adult attention. The staff also includes itinerant storytellers, eurythmics teachers, and an art teacher.

In a typical session children are fed one hot meal (either breakfast or lunch) and a snack half way through the session. The children have two free choice activity periods when they can play housekeeping, browse in the library corner, build with blocks, play games, or participate in creative activities. The art program stresses self-discovery and self-expression. After the snack, the children either listen to stories or participate in an eurythmics lesson. (Eurythmics coordinates music with speech and body movement.)

During the summer a special music day camp is conducted to give potentially talented children additional formalized music instruction and to encourage them to continue to develop their talents. Extra work is done in eurythmics and with musical instruments during these sessions.

Parents participate in the program to socialize and to discover their own talents. One day a week, they bring their younger children to play at the preschool while they socialize, knit, sew, or participate in the program's creative activities.

Health services are provided through the County Department of Health. An itinerant team of a doctor, nurse, and an aide give each preschooler a physical examination. Provisions are also made for sociological and psychological needs.

The Pittsburgh Schools are attempting to maintain the gains made by the preschoolers through nongraded elementary education, in which children receive individualized instruction and attention.

RESEARCH

How can approval and tangible reward further school achievement?

Two experiments were conducted to classify and to condition reward responsiveness in kindergarten children. *Response to Varying Levels of Conditioning Reward* by Robert E. Silverman and associates reports on these experiments.

In the first experiment, conducted at the Cherry Lane School in New York City, 207 kindergarten children with a median age of 6.0 were classified according to their responsiveness to a hierarchy of rewards. The hierarchy included tangible reward (a small toy or a trinket), social approval ("that's fine," or "good"), and the reward of a verbal statement confirming that a response is correct ("that's right," or "correct").

After two sessions involving two-choice instrumental conditioning tasks, 60 percent of the children were classified responsive to tangible rewards, 30 percent were responsive to social approval (half of whom were also responsive to confirmation of correct response), and 10 percent were unresponsive to any kind of reward. In a third session, stimuli were paired to condition the children to become responsive to previously nonrewarding stimuli. A final session was devoted to the evaluation of the effectiveness of the newly established rewards.

The results of the first experiment showed that tangible rewards are more effective for children in the 5- to 6-year age group than are approval rewards. Approval rewards and confirmation of correct responses are equally effective and have enough in common to be regarded as the same class of events. The results showed no systematic evidence of the conditioning of reward effectiveness.

Because of the apparent failure in the first experiment to demonstrate specific conditioning effects, a second experiment was performed. The second experiment set out to determine whether a neutral, nonsense word like "maygleen" or "pooleff" could serve as a reward, instead of the bland "fine" or "correct" used in the first experiment. This experiment also proposed to determine whether the conditioning of a reward requires that the stimulus to be conditioned be a discriminative stimulus, and whether deprivation of reward during conditioning has an effect upon conditioning.

Each of 97 kindergarten children from P.S. 26 in the Bronx was randomly assigned to one of four groups. Three games (telegraph key, stylus-in-the-hole, and marble-in-the-hole) were used in the first session; plunger-pushing and toggleswitch were used in the second session. The rewards for correct responses were tangible for some of the children, and a nonsense word was the reward for the children who had been conditioned to that word.

The second experiment did show conditioning effects. The results indicated that the quickest and most durable reward conditioning occurred in children who had been exposed to a procedure in which the to-be-conditioned reward first served as a discriminative stimulus, and

then was conditioned as a reward. It was found that a neutral word can be conditioned to serve as a reward, and that conditioning is strengthened by a period of reward deprivation.

To determine what the role of reward responsiveness might be in school achievement, the children were classified as either achievers or underachievers. Evidence from the second experiment showed that children who underachieve in first grade tend to be low in approval responsiveness. The findings suggest certain procedures to be used in establishing achievement motivation among kindergarten children.

Why do young disadvantaged children have difficulty classifying the objects represented in pictures?

Irving Sigel, in *The Distancing Hypothesis: A Hypothesis Crucial to the Development of Representational Competence*, found that in a picture-sorting task, 5- and 6-year-old disadvantaged black children grouped pictures in chains rather than according to what the pictured objects had in common. Items selected would have little or no functional relationship to previous or subsequent choices. That is, picture (2) might relate to picture (1), but picture (3) might not relate to picture (1). Do these children lack the capability of classifying objects at all, or does the difficulty lie in the mode of presentation?

To answer these questions, the author tested a group of disadvantaged children and a group of middle class children using real objects (such as a pipe, a cup, and a pencil), along with a life-sized color picture of each object. The disadvantaged children had no more difficulty grouping the actual objects than the middle class children had, but they had much more difficulty grouping the pictures.

Three other pieces of evidence further indicate that disadvantaged children have difficulty reconstructing reality in symbolic terms. First, the author's results of the Motor Encoding test of the Illinois Test of Psycholinguistic Ability show that disadvantaged children 3 and 5 years old had difficulty acting out the use of a pictured object, but had no difficulty with the actual object. Second, when a group of disadvantaged children were presented with three dolls, the play resulting was primarily the reenactment of life situations, with little symbolism, little reference to the past or the future, and little reference to inner feelings or thoughts. Third, observations of the play behavior of disadvantaged black children reveal motoric, action-based play, with little use of imagery, pretending, or role playing.

What accounts for this deficit in representational competence? The author reviews statements of Piaget, Bruner, Werner, and Kaplan which are concerned with this question. He concludes that the child must learn that the representation of an object is distinct from the actual object. The child acquires this competence as he begins to understand temporal and/or spatial and/or psychological distance between himself and the object. Distancing can be temporal (a past event and a present recall), spatial (an actual object and a picture of it), or modal (an actual object and the name of it). Distance can be in degree of detail also (an actual object and a sketchy drawing of it).

Our technological urbanized culture employs distancing and representation to a large extent; our emphasis upon time and upon the use of pictures and graphics to transmit knowledge involve representational competence. Children who already experience difficulty at the kindergarten level may have continuing difficulty in achieving representational competence.

The author defines a major research task as the definition of necessary and sufficient conditions for establishing representational competence. It is the author's position that these conditions, for the child between 2 and 4 years of age, are (1) an orderly, structured, and sequential environment, (2) a linguistic environment containing frequent usage of words which denote distance, and (3) imitation of adults who stimulate discussion of past and future experiences.

How did an experimental kindergarten program affect children's language development, visual-motor perception, and self-concept development?

In *How He Sees Himself*, Lorraine Crovetto and associates suggest that if a teacher is aware of the educational principles behind curriculum innovations and understands the child and his home environment, she is better able to motivate the disadvantaged child's activities. In the project described in this study, the experimental group teacher was aided by a language development guide; a guide which contained interventions to enhance the child's self-concept, services of consultants, and parent participation. Significant gains made by her pupils over a year indicated the positive effects of the program. This document describes the project and contains the self-concept and language guides as well as a reference bibliography.

The Model Kindergarten Experimental Program was conducted as a follow-up study of Project Prekindergarten. Initiated by the New Orleans Public School System during the 1967-68 school session, the objectives of the project were language development, visual-motor perception, and the development of a more positive self-image.

Forty-four children enrolled in kindergarten, who had previous school experience in Head Start, were subjects. They were divided into an experimental group which used a special curriculum and a control group which used a standard curriculum, and were matched for age, sex, and intelligence. Tests, scored by four psychometrists, consisted of Stanford-Binet Intelligence Scale, Geometric Designs (combined geometric figures from Stanford-Binet and Merrill-Palmer Scale of Mental Tests), and Draw-a-Man.

The significant gains of the experimental group on three tests, as opposed to a significant gain by the control group on only one test, indicate the positive effects of the innovations and curriculum changes introduced in the program. The children demonstrated increased skill on visual-motor tasks, greater fluency in vocabulary and oral communication, and most important of all, an apparent awareness of themselves and their peers.

A major factor contributing to the success of the program was the line of communication and enthusiasm between the individuals and groups involved. Teacher aide, home visit teacher, psychiatrist, principal, staff members of the Psychological Testing Section, the coordinating

consultant, and the director of the Department of Elementary Education provided information and assistance to the teachers and administrators of the model kindergarten.

Practical word usage was stressed through sensual contacts with objects. Children were encouraged by visual-motor tasks to perceive accurately a unified whole and to make judgments. Hopefully, foundations for reading were instilled. However, despite gains in language and visual-motor coordination, the level of proficiency attained was still below the mean-age-level.

PROGRAM EVALUATIONS

How can early development of the disadvantaged child's basic cognitive, motivational, and social skills be fostered?

Evaluation of the Preschool Child and Parent Education Project as Expanded through the Use of Elementary and Secondary Education Act, Title I Funds, by Joan M. O'Piela, reports on a project in which these problems were studied.

The Preschool Child and Parent Education Project in Detroit designed a two-pronged program to foster the skills a child needs for success in school, and to foster the skills of parents so that they would be able to reinforce their children's school experience.

In 15 preschool centers, 3- and 4-year-old children were given a curriculum which provided multisensory activities using two or more senses simultaneously. Oral language development was emphasized, particularly in one center where an experimental pilot language program was used. Activities were provided to develop visual discrimination and memory, auditory discrimination and memory, tactile discrimination, motor coordination, speech, and quantitative thinking. Parents were invited to attend discussion meetings at their child's center on topics such as child development, nutrition, legal aid, sex education, and health. Trips, community excursions, picnics, dinners, and home visits were planned for parents. Workshops and inservice education was provided for teachers and their assistants.

The evaluation of the project was designed (1) to determine the extent to which the project had been effective in bringing about changes in the skill levels, social behaviors, and attitudes of the children and their parents (product evaluation), and (2) to identify the project's strengths and weaknesses so that changes could be made to increase effectiveness (process evaluation). The children were pre- and posttested using the Peabody Picture Vocabulary Test, the Seguin Form Board Test, and the Stanford-Binet Response to Pictures. Anecdotal records of both children and parents were kept by the teachers. The centers kept records of parent attendance, home visits, and parent-teacher conferences. Parents used questionnaires to indicate their satisfaction or preference concerning frequency and quality of meetings, and to suggest the content of future meetings. An evaluation form was circulated to teachers and aides to determine their degree of satisfaction with inservice education and workshops.

Findings indicate: (1) The children made significant gains in vocabulary, with greatest gains occurring in the children who participated in the experimental pilot language program. In general, the language gains of boys exceeded the gains of girls. (2) Parent participation in the parent education activities was found to be about 50%. (3) Teachers reported favorable changes in the behaviors and attitudes of both the parents and the children. (4) The workshops were rated as valuable and practical learning experiences.

Recommendations suggested that (1) the multisensory curriculum be emphasized, (2) a study be made of the experimental pilot language program to determine the best mode of presentation, (3) inservice preschool workshops should continue, (4) quality control be exercised over the parent education activities, and (5) more supervisory persons are needed to assist teachers with curriculum and the implementation of the program.

What curricular methods are currently used to foster perceptual-motor development in preschool children?

In the summer of 1967, the Detroit Head Start program attempted to foster perceptual-motor development through a variety of enrichment experiences. A total of 373 children from 15 randomly selected Head Start Centers participated in this study, which assessed the effectiveness of five curricular methods. Eight centers were designated as experimental centers; seven as control centers.

In *Pilot Study of Five Methods of Presenting the Summer Head Start Curriculum Program*, Joan M. O'Piela discusses the five curricular methods. (1) The basic Detroit Head Start curriculum used with the Experience Record. The five experimental centers used a handbook prepared by the Detroit Public Schools, *Young Children in School*, which stresses perceptual and conceptual development through multisensory experiences. A Head Start Personal Experience Record was devised to accompany the handbook and to project a profile of the kinds and depths of experiences the children were having in discrimination, quantitative thinking, motor control, and tactile learning. (2) In the five control centers, the handbook was provided to the teachers to use as they chose, following the basic perceptual-conceptual multisensory curriculum. The Experience Record was not used. (3) The Frostig Program. The Frostig Perceptual Training Program and the Frostig Developmental Test of Visual Perception were used in the Frostig Experimental Center, together with the basic Detroit Head Start curriculum; the Frostig Control Center used the basic Detroit curriculum without the Perceptual Training Program, and children were tested using the Frostig Instrument. (4) The Doman Delacato Program. In addition to the basic Detroit curriculum, the Delacato Experimental Center used the Doman Delacato selected mobility training exercises and were pre- and posttested for handedness, footedness, and eyedness; the Delacato Control Center children were tested using the same instruments, but were not given the exercises. (5) The Bereiter Experimental Center. The organization of the classroom, uses of materials, and teaching methods were prescribed by the Bereiter curriculum. The curriculum was the Beginning Language Program which accompanies Bereiter's book, *Teaching Disadvantaged Children in the Preschool*. All 373 children were pre- and posttested using the Peabody Picture Vocabulary Test and the Brenner Developmental Gestalt Test of

School Readiness. Evaluative questionnaires were submitted at the end of the program by teachers and classroom personnel.

It was concluded that the collected data did not indicate the superiority of any one of the curricular methods in which the teaching emphasis differs from the curriculum prescribed by the Detroit Public Schools. Because of the teachers' favorable evaluation of *Young Children in School*, it was suggested that this handbook be provided to teachers to assist them in selected experiences designed to foster growth of those skills which are important for success in school.

Do rural-urban variables affect the administration of Head Start, as the program functions in contrasting environments?

In New York state, during the 1966-67 school year, an analysis of two rural centers (Newfield and Red Creek) and two urban centers (Amsterdam and Utica) attempted to find an answer to this question. Doris S. Chertow reports on the analysis in *Project Head Start: The Urban and Rural Challenge*.

The four programs were compared in terms of (1) community socioeconomic characteristics, (2) administrative organization, (3) pupil recruitment, (4) staff, (5) parent involvement and, (6) follow through. Data were collected during field trip interviews and from examinations of proposals and office files at the centers. All four Head Start programs were nursery school, rather than academically oriented.

The results indicated that urban bureaucracy caused depersonalization of the staff and required more written reports than small rural administrative units. However, urban centers had better facilities, a wider range of personnel from which to choose teachers and aides, and a more heterogeneous population from which to recruit children than did their rural counterparts. Rural centers suffered from transportation problems and from unavailability of social, health, and psychological services.

The advantages and disadvantages of Head Start centers being attached to a public school system are also discussed in the report. Appendix A is an interview guide used in the study. A bibliography is included.

Do children make cognitive gains in a short-term academically structured curriculum?

A study done in Canton, Ohio, in the summer of 1967 is described by Bruce A. Rusk in *An Evaluation of a Six-Week Head Start Program Using an Academically Oriented Curriculum: Canton, 1967*. He attempted to determine whether, in a 6-week Head Start program, children following an academically oriented curriculum could make significant cognitive gains over children following a less structured curriculum. The background of Head Start and one of the early evaluative studies of the program are discussed. As research studies on compensatory preschool programs are described, it is pointed out that the most successful programs have been those stressing language and cognitive goals.

In this particular study eight Head Start centers using the Bereiter-Engelmann curriculum were paired with eight centers using teacher-developed curriculums. Teachers of the experimental groups attended a preservice training program 6 hours a day for 5 days; aides attended for 3 mornings. Teachers of the control groups received instructions from the Head Start Director in three half day sessions. Approximately 15 children were enrolled in each center; about half of the children were Negro. Health, psychological and social services, a nutrition program, and a parent program were incorporated as recommended by Project Head Start. Both the experimental and the control centers were pre- and posttested, using the Caldwell Pre-School Inventory and the Engelmann Concept Inventory.

Posttesting indicated that on the Preschool Inventory, all but one of the schools had a mean gain higher than the mean gain of its paired control school, and on the Concept Inventory the mean gains of all of the experimental schools were higher than the mean gains of their paired control schools. It was concluded that the experimental groups did significantly better on the two tests than the control groups, but the report indicates that no claim to long term significant cognitive gains can be made without a follow-up study.

Does prekindergarten training aimed at satisfying individual developmental needs foster later school success?

Alice O. Coffman and James M. Dunlap, in *The Effects of Assessment and Personalized Programming on Subsequent Development of Prekindergarten and Kindergarten Children*, matched groups 4- and 5-year-old children (91 experimental, 115 control) representative of the local population of the University City School District, University City, Missouri. The children's developmental needs (motor, auditory, language, visual retention) were identified by a battery of tests including the Beery Developmental Test of Visual-Motor Integration, the Illinois Test of Psycholinguistic Abilities, the Peabody Picture Vocabulary Test, and three tests devised and standardized locally. A description of the test battery and the major skills measured, upon which individual assessments and personalized programming were based, appear in an appendix to the report.

Half day prekindergarten classes focused upon a specific developmental need for 20 minutes daily. The activities were conducted within the framework of what the investigators judged to be a well-balanced prekindergarten program. The results indicated that the experimental prekindergarten group excelled the control group, who had not participated in the program, at a statistically significant level of confidence.

A follow-up study of the children (the numbers now were 80 experimental; 124 control) were conducted when they reached the end of their kindergarten year. The children had dispersed into many different kindergarten programs. The results, using the same battery of tests, indicated that the experimental groups did not maintain the superiority at a statistically significant level from the previous year. The control groups tended to make gains, once they had been exposed to stimulating school experiences.

This study reported on Phase II of a three phase, 3 1/2 year research project. The question of whether the prekindergarten experience will have any positive effect on later school success will be dealt with in the future report of the project's third phase.

Are learning abilities improved by participation in Head Start?

There is little doubt that society has developed great expectations for the preschool education of disadvantaged children. However, the most obvious limitation to the fulfillment of these expectancies is that education would have to alleviate the developmental deficienceis of deprived children. More properly, Head Start should initiate a gradual intervention in the pattern of educational disability which so frequently accompanies economic and social impoverishment. This is the thesis John F. Cawley and associates express in *An Appraisal of Head Start Participants and Non-Participants: Expanded Considerations on Learning Disabilities Among Disadvantaged Children*.

First grade children from two Head Start groups and one non-Head Start group were given a battery of tests to (1) compare the developmental status of Head Start and non-Head Start children, (2) to examine patterns of specific learning disabilities among these subjects, (3) to determine the stability cooefficients of selected instruments, and (4) to analyze the predictive capabilities and factoral structure of selected evaluative instruments. Fifty-four children in Group I had attended preschool for a year and had been tested during that time. Group II consisted of 77 children who had attended preschool for a year but had not been tested, and Group III was comprised of 78 non-Head Start children. Available data indicated that Head Start and non-Head Start children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in first grade showed the same trend; there were no significant differences in learning ability between children who had participated in Head Start and those who had not participated in Head Start. The first grade data also showed that all of the subjects in this study had serious learning disabilities.

Conclusions suggest that (1) planned intervention strategies might begin at 18 months, (2) the guidelines of our system of graded education need to be revamped, (3) the typical curriculum approach must be replaced by comprehensive systems of psycho-educational strategies, (4) children should not be so easily categorized on the basis of evaluative instruments, and (5) there is little basis for affirming any particular program as a panacea for the specific learning disabilities of the culturally disadvantaged.

How does Head Start participation affect a child's self-concept, social skills and language skills?

To enhance the educational potential of disadvantaged children, Head Start programs have focused on intellectual growth, cognitive gains, and language development. A study centered on evaluation of achievement of these goals was *Evaluation of the Effects of Head Start Experience in the Areas of Self-Concept, Social Skills, and Language Skills* by J. Regis McNamara and associates.

About 180 children in Dade County, Florida, were tested (1) to discover if the county's program contributed significantly to language skills and self-concept development and (2) to determine if an efficient instrument could be developed to measure self-concept in the disadvantaged child. Children were pretested and posttested using the Children's Projective Pictures of Self-Concept, the Preschool Attainment Record, the Self-Concept Rating Scale, and an anxiety scale.

Twenty Head Start children's posttest scores were compared to the scores of a control group of children residing in the same area who had no preschool experience. In social skills, language skills, and self-concept development, the Head Starters scored significantly higher, supporting the first hypothesis that the program, in conjunction with maturation, contributes to greater proficiency than maturation alone. As to the second hypothesis, further investigation is needed to clarify differences in self-concept using the Children's Projective Pictures of Self-Concept which seemed to discriminate better for boys than girls. The results also indicated that Head Start may promote self-concept development through appropriate experiences.

Sociological data indicated that these children came from crowded homes, where, although the father lives with the family, he takes less responsibility for punishing the children than does the mother. Therefore, negative reactions which may have been caused by the mother's punishment may be transferred to the teacher in the preschool situation, resulting in less chance for the child's success.

Head Start parents had relatively high aspirations for occupational success for their children, but felt that these could not be realized. They considered that the possibility for complete freedom of movement out of the ghetto for the children was slim. If this is true, Head Start needs to focus on social-oriented programs to bring the parents' actual expectations and their ideal hopes into closer alignment.

TEACHERS

Do teaching experience and teacher attitudes affect the excellence of a Head Start program?

In *The Relationship Between Specific and General Teaching Experience and Teacher Attitudes Toward Project Head Start*, Swen Helge and John Pierce-Jones report on the experiences of approximately 145 teachers from lower middle class families who attended a workshop in 1965 before working in a Head Start program. During the workshop, and again in 1967, the teachers filled out the Autobiographical and Experience Form developed at the Child Development and Research Center at the University of Texas at Austin. Questions were asked about the teacher's experience, her students and school, her childhood environment, her judgment of the effectiveness and acceptance of Project Head Start, her awareness of the effects of cultural deprivation, and the degree to which she perceived herself as being successful.

Experimenters assumed that (1) there would be a significant difference between 1965 pretest and 1967 posttest teacher attitudes toward Head Start children as measured by the

questionnaire, (2) there would be significant differences between groups, as determined by levels of teaching experience, with teacher attitudes, as measured by the questionnaire, and (3) there would be significant differences in the rate of change of teacher attitudes, measured by responses to the questionnaire, among the groups, as determined by years of teaching experience.

The forms were used to test the three assumptions regarding differences associated with differential teaching experience. Teachers were grouped according to their years of teaching experience and type of experience; that is, general or with the culturally deprived children. Results indicated significant differences between groups of teachers on measuring teachers' perceptions of the effectiveness and acceptance of Head Start, their awareness of the effects of cultural deprivation, their perceptions of their success as Head Start teachers, and a comparison of Head Start and non-Head Start children from similar environments.

Generally, the more general the experience, the more stable and positive were the teachers' attitudes. Positive teacher attitudes were more often found in teachers with initial experience with the culturally deprived than in teachers with no experience or six or more years of specific experience. Because of cognitive structures formed from previous experience, experienced teachers had greater insight into problem areas and could more easily incorporate new experiences with the culturally deprived.

INSTRUMENTS

How much difference does one year make in a child's school readiness and language development?

In *A Comparison of Pre-Kindergarten and Pre-1st Grade Boys and Girls on Measures of School Readiness and Language Development*, Rosalyn Rubin and Bruce Balow report on 908 prekindergarten and kindergarten children who were tested using the Metropolitan Readiness Tests (MRT) and the Illinois Test of Psycholinguistic Abilities (ITPA). The subjects were 65% of the infants born at the University of Minnesota hospital between January 1, 1960, and December 31, 1962. MRT is designed to measure a child's readiness development of auditory and visual perception, motor coordination, linguistic skills, knowledge of numbers, and ability to pay attention and to follow directions. ITPA consists of nine subtests designed to measure (1) auditory decoding, (2) visual decoding, (3) auditory-vocal association, (4) visual-motor association, (5) vocal encoding, (6) motor encoding, (7) auditory-vocal automatic, (8) auditory-vocal sequencing, and (9) visual-motor sequencing. A Behavior Rating Scale, devised for this project, was used to rate the children's test behavior. The results, recorded in eight tables, indicate that (a) school readiness raw scores at pre-first grade are approximately double those obtained at prekindergarten, (b) kindergarten experience tends to modify sex differences, initially favoring the girls on both school readiness scores and test behavior ratings, (c) the few sex differences which do exist in language skills, as measured by the ITPA, tend to favor boys and tend to persist from prekindergarten to pre-first grade level, and (d) the ITPA norm tables do not provide sufficient range to adequately measure children in the age ranges 4 to 6 and 6 to 8 with average total language age scores.

How do you test a bilingual child?

Texas University educators have shown particular interest in English-Spanish speaking children and have developed a battery of test instruments to be used in the study of bilingual instruction programs and other compensatory programs in Texas. Teachers working with preschool children of Spanish descent will find *Administration Manual for Tests of Basic Language Competence in English and Spanish: Level I (Preschool)* by Edward John Cervenka valuable since the tests measure children's basic language competence individually.

Each version of a test appears in an English and a Spanish form. In testing bilingual children it is necessary for the teacher to use both forms. Each form contains nine subtests: (1) oral vocabulary, (2) comprehension of commands and directions, (3) recognition of interrogative patterns, (4) phonemic discrimination at word level, (5) production of grammatical structures, (6) assimilation of meaning, (7) phonemic discrimination at sentence level, (8) grammatical sensitivity, and (9) grammatical discrimination. The tests are pure language tests and must be distinguished in function from intelligence and achievement tests because they measure a child's knowledge of language competence from sense to sound, which is only one of a multitude of factors in linguistic performance.

Requisites are suggested for the selection of testing trainees. They include self-awareness, sensitivity, keen interest in doing the job and in the children, and bilingual or near bilingual competence in English and Spanish.

General instructions for the administrator contain guidelines for administering the tests. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and a rating sheet of the child's interpersonal behavior in an interview with the test administrator.

PROGRAM GUIDES

PRESCHOOL

How can a teacher help a non-English speaking preschooler learn English?

A child's self-image, his assurance, and his feeling of belonging emerge, in part, from the verbal responses of others. His willingness to communicate is dependent on his human relationships. If the teacher accepts, supports, and is sensitive to the child's point of view, she is his friend. This communication with the teacher is of major importance for a non-English speaking child who enters a new environment with feelings of apprehension. To master the new language he must feel accepted.

The purposes of this teaching manual, *Preschool Instruction Program for Non-English Speaking Children*, are (1) to prepare non-English speaking children for entry into Grade 1 with facility in oral English before placing them in the formal school instructional program, and (2) to assist teachers in accomplishing that task.

The pupil's goal, according to this booklet, is to master a carefully graded set of sentence patterns that he can use with a limited vocabulary in school and social situations. The teacher's objectives are to teach language patterns immediately useful, to present vocabulary units on everyday activities, to present, drill, and use each group of words, and to provide practice of these word groups until the pupil produces them spontaneously.

The manual contains eight chapters: (1) Teaching the Non-English Speaking Child, (2) Planning for Instruction, (3) Content, (4) Method, (5) Instructional Aids, (6) Activities and Materials, (7) Evaluation of Instruction, and (8) Appendix containing the English sound system, and a list of materials for implementing instruction in oral English.

What materials are available to teach teachers and paraprofessionals about important aspects of nursery school?

Sixteen leaflets which cover various topics of interest to inexperienced preschool teachers and paraprofessionals are included in this *Nursery School Portfolio*.

The leaflet entitled "The Why and Wherefores of Nursery School" describes various types of preschool programs and their goals. "How to Start a Nursery School" provides pertinent information on advantageous sites, sound financing, and selection of materials, staff, and pupils for anyone interested in establishing a nursery school. The purposes of classroom structure in a preschool program, and the techniques for organizing a structured nursery school are presented in "What is 'Structure' in the Nursery School?" The preschool teacher's relationship with children and parents is defined in "The Role of the Nursery School Teacher." "What is the Nursery School Team?" discusses personnel and their responsibilities and contributions to the

preschool program. "A Good Day in Nursery School" describes the goals, schedule, plans, and program of an average nursery school day.

"What is the Nursery School Curriculum?" discusses the purposes of various facets of nursery school curriculum and suggests the kinds of curriculums preschoolers need. In "The Arts" the relationship between the children, teachers, and the arts is presented in addition to techniques for teaching art. The topics discussed in "Language Development" include imitative structure, rules of grammar, background differences, and extraneous influences on language development.

A brief description of children's developmental learning patterns is found in "How Children Learn." How children think, investigate, and cope with problems in the nursery school are reviewed in "Problem Solving in the Nursery School." "Developing a Positive Self-Concept" examines the factors that influence a child before preschool, and tells how a child develops and demonstrates a positive self-concept.

"How to Evaluate and Report Individual Progress" evaluates and describes procedures for reporting pupil progress. In "Observing and Recording Behavior" the evidences and patterns of behavior are presented with a discussion on the pitfalls and techniques for observing and recording behavior.

In "Places and Spaces" guidelines and directions for storing materials and using space efficiently are given. Brief discussions on discipline, techniques for preventing small problems, and appropriateness of punishment are presented in the leaflet entitled "Discipline."

How can a teacher help a young child to learn?

A booklet which is useful for building teacher morale and reasserting the value of preschool programs is *The Child's Small World* written by Helen Bradley and Joyce Gahagan. The authors suggest that a preschool program should focus on developing self-image, self-mastery, and self-discovery in a child to help him satisfy his needs to belong, to achieve, and to feel respect for himself and others.

Teachers can give children support towards achieving these goals by creating an inviting atmosphere and expressing confidence in the children. They can provide opportunities for children to help themselves and also see that individual attention is given when needed. Although learning to accept failure is a part of growing up, the teacher can help children set goals which are realistically attainable, so that success is probable.

Children need opportunities to pretend, wonder, and imagine. They should be encouraged to explore and to create. The teacher helps children to appreciate basic human values as she gives and receives affection and understanding and helps children to empathize with each other. In the course of building relationships with others, releasing emotions, and developing social and physical skills, a child has a chance to develop a positive self-image.

How important is play to children's development?

Public and private community agencies, parents, educators, social workers, press, radio, and TV say, "Yes!" In *All in Play*, Rowena M. Shoemaker suggests that adults try to enter the child's world; try to see it as he does. In his busy and varied activities, his needs are satisfied in a scaled-down world of play.

What are a child's needs? A play school teacher knows that a child has a need to belong and to feel accepted, a need for change and for rest and relaxation, a need to be aggressive, to mess, and to explore, a need for achievement through his own efforts, and a need to live out experiences in music, rhythm, and stories. A good teacher constantly tries to widen her understanding of children. She knows that learning and play are simultaneous when children have experiences that are fun and challenging at the same time.

The chapters of this illustrated booklet contain activities to supplement a teacher's portfolio of learn-and-play occupations. Building with blocks inspires and tests a child's imaginative ideas of construction and leads to new experiences. Children sing together, listen together, learn to appreciate good music, and keep alive the sense of rhythm natural to them. Most young children are eager to work with real tools and wood. Tools which are easy to use and projects which are easy to make are important considerations if the children are to have satisfaction from woodworking. Puppetry satisfies the need to dramatize real life experiences. Field trips add adventure, richness, variety, and color to day-by-day living.

Ideal play equipment and materials should stimulate social, dramatic, creative, manipulative, constructive, and physical play. The booklet suggests a list of equipment and materials representing basic teaching tools. One chapter contains ideas for using materials at hand. The value in using such materials lies, not in the quality of the finished products, but in the stimulating and creative experience a child has in making something from nothing. Included is a short chapter for parents on providing play areas in the home. The last chapter argues that early academic achievement should not be emphasized over the advantages of playtime, which is essential to children's healthy growth and development.

How can a teacher develop a sense of discovery in young children?

In *Early Childhood Education*, Evangeline H. Ward suggests that the teacher serves in the dual role of teacher and learner as she helps young children acquire the skills of managing facts, artifacts, and people. As a learner, the teacher observes the children, noting their individual patterns of learning. As a teacher, she guides the children by providing them with meaningful choices in their daily activities. To help children use their newly acquired skills, the teacher organizes a setting for discovery. At the same time that children are discovering their world, they provide the teacher with information about themselves, their feelings, and their interests.

Six interest centers which the teacher may organize include a language center, a family housekeeping center, a center for creating, a building and constructing center, a center for

motor development, and a private center for thinking and dreaming. Within the setting the teacher provides opportunities for children to create, probe, and choose by providing large blocks of time for activities. Teaching will be easier if children are reminded beforehand that the activities will change, if individuals are allowed time to adjust to the group, and if planning is done in advance.

After children have begun to feel at home in the school setting, the teacher can direct their observations and learning by making visits to other parts of the building, and excursions outside the school setting. Working with parents is important for the total development of the children. The teacher may invite parents to school, introduce them to the staff, and expose them to the classroom environment. Daily and year-round activities organized to include family members also help children to feel that school is a part of their total world.

What kinds of experiences should children have in preschool?

Nursery school education is the general topic of the 11 reprinted atricles combined in this *Packet for Nursery School Teachers*. "Nursery School as the Beginning of Education" emphasizes that preschool education goals should be directed to meeting children's basic needs. "A Dream for the Nursery Years" suggests that today's children will receive a balanced education because of (1) the development of community centers with extensive health programs, (2) experimental centers to study children's needs, and (3) group teaching in the nursery schools. "What Do Children Need from Parents, from Teachers?" points out that children need warm, close relationships with their teachers and parents for independent development.

"Firsthand Experiences and Sensory Learning" explains that children have to experience through their five senses before language has real meaning for them. "Planning a Nursery School Building" suggests ideas for a nursery school floor plan, stresses the need for allowing appropriate space for various activities, and urges consideration of children's safety.

Teachers are urged to develop creative nursery programs in "Creative Activities for Young Children." "Dramatic Play and Cognitive Development" offers theories and discussions of dramatic play as an important way to help children learn about their world. " 'Deep as a Giant'–An Experiment in Children's Language" presents a teacher's description of the way the children in her class developed concepts by comparing and contrasting the traits of objects and ideas.

Active and passive activities for using music with preschoolers are suggested in "Music with Young Children." "Geography with Five-Year-Olds" points out that children can learn geographic concepts through field trips and play within the nursery setting. The topic of "Laughing Together" is that children learn about themselves, each other, and their world through laughter and humor.

What kinds of information would be helpful to nursery school teachers?

The *Second Packet for Nursery School Teachers* contains 11 reprinted articles which focus on nursery education. "Language as an Art" suggests that teachers use the sound and rhythm of children's language to develop creativity. In "Blocks–a Tool of Learning" the author states that children approach block play differently as they grow older, and that block play will help them to develop interests in other areas related to construction.

In "Imagination in Realism" realistic literature is defined for children in terms of preschoolers' interpretations of reality and imagination. "The Meaning of Creative Expression for the Child" discusses creativity as a part of the development of the total individual and suggests that creativity plays a unique integrative role in a child's education.

"Play as a Growth Process" explains that play, regardless of its shape and complexity, gives children a chance to express their emotions spontaneously. "How Can Nursery School be Expected to Benefit a Child?" points out that, in nursery school, children receive socialization, companionship, and opportunities for a variety of learning experiences.

"Play Equipment for the Nursery School" discusses materials which will stimulate the development and implementation of a nursery program to challenge and satisfy the child's intellectual and emotional development. Suggested activities include block building, water play, creative art work, woodwork, science, cooking, reading, number skills, music, and rest time. Suggestions for arrangement of classroom and outdoor equipment are also included. In "The Most Important Years" a plea is made for more nursery schools to provide the greatest number of children with the opportunity to develop to full potential.

"Should Preschool Children be Taught the Three R's?" presents the argument that it is more important to foster an eagerness for learning in the child than to give him formal instruction in nursery school. "You Can't Hurry Them" points out that daily routines easily mastered by adults are often a challenge for children and that children should not be rushed to satisfy adult convenience.

"Teacher-Child-Parent Relationships" states that appreciation of a child's importance is the first step in developing sound teacher-parent relationships. Teachers are given suggestions on what to do if parents complain or ask questions about a child's behavior in front of the child.

What preschool activities help children develop language skills?

In this booklet, *Helping Young Children Develop Language Skills*, by Merle B. Karnes, activities based on the Illinois Test of Psycholinguistic Abilities subtests are designed to aid teachers in developing psycholinguistic skills in disadvantaged preschool children or in mentally retarded older children. The activities reflect a language model comprised of five major processes: (1) understanding, (2) determining relationships, (3) expressing ideas, (4) memory, and (5) closure, or integration. This manual suggests prototypes through which curricular content may be presented.

In the section which describes process (1), listening and visual skills are discussed. Listening skills can be developed by using short-answer-question games, classroom activities which emphasize following directions, and games to help children identify sounds and sound patterns. Visual skills can be developed by using commercial matching games and by having children interpret pantomimes and actions in pictures. Mathematical concepts (geometric shape, number, size, and name) can be taught by using visual clues.

In explanation of process (2), various activities are described which help develop verbal or visual associations. Children are asked to classify and categorize items, and to distinguish similar and dissimilar qualities in statements, pictures, stories, or objects.

The expression of ideas, (3), is discussed in terms of verbal and motor expression. Many simple problem solving events which emphasize verbal responses, and games in which visual or verbal stimuli encourage verbalization, are activities which help develop verbal expression.

Motor expression activities, described in detail, include pantomimes, dramatic play, free expression, playing with manipulative materials, and singing and dancing activities.

Activities to help develop memory, (4), are divided into auditory and visual memory. To help children develop auditory memory, games are presented which require children to recall and describe directions, stories, or songs. To promote visual memory, children reproduce concrete and abstract items in pictures.

To develop visual closure, (5), or integration, commercial games and common nursery school activities (dominoes, puzzles, dot-to-dot materials, painting, and geometric picture construction) are described.

The author suggests commercial games and common nursery school activities to develop specific concepts.

KINDERGARTEN

How does the kindergarten program involve teacher, child, and parents?

Prospective preschool teachers and teacher aides will find that the 12 leaflets in this *Portfolio for Kindergarten Teachers* provide helpful information on planning classroom activities, understanding pupils, and developing good relationships with parents.

Descriptions of children's growth and development patterns, interests, and abilities are the subject of "What to Expect of the Fours and Fives." "Kindergarten Housing and Furnishings" is self-descriptive and includes a layout sketch of a kindergarten classroom. "A Good Day for the Four-Year-Olds" and "A Good Day for the Fives" describe a school day and outline a typical schedule for daily programs. In "The Kindergarten Program" activities and experiences are noted which help children develop physically, emotionally, socially, and intellectually in a normal,

happy, and meaningful fashion. "Beginning School" contains hints for the teacher on how to help pupils make satisfactory adjustments to school life. Helping children to clarify uncertainties, ease emotional and social conflicts, and become well-adjusted personalities is the theme of "Dramatic Play." How to develop good readers is the subject of "Kindergarten's Responsibility Toward Reading." "Science and Nature Experiences for Young Children" urges the teacher to keep alive her sense of wonder and excitement about the world and to pass this gift on to children. "Individual Records and Parent Conferences" and "Home-School Relationships" contain information on teacher bookkeeping and personal contacts with parents. The teacher should be aware of the many influences that affect her pupils, particularly family and environmental background. Creative activities develop an integrated personality and "Music Experiences for the Fours and Fives" describes the use of musical instruments and singing with kindergarten children. Most of the leaflets contain short bibliographies of books, articles, and teaching aids to supplement the subjects discussed.

What kind of staff, program, and physical facilities are needed for kindergarten?

The State Department of Education of Louisiana feels that the values of educational experiences of young children cannot be overemphasized. The enriched year of living that children experience in a kindergarten classroom is essential to their readiness for formal school life.

Significant changes have been made in the content and methods of kindergarten education in recent years as new knowledge and insights about young children's learning potential have emerged. To enable teachers to incorporate these innovations into the curriculum, the State of Louisiana makes this bulletin available. It contains useful information for kindergarten teachers in any geographic location.

Kindergarten Guidebook by I. A. Hill is intended to provide direction and assistance in the improvement of existing programs and in the establishment and development of new programs. The first of four principal sections includes (1) a summary of the rationale, history, and status of kindergarten education in the United States and in Louisiana, (2) Louisiana accreditation standards and teacher certification requirements, (3) enumerations of the characteristics of kindergarten children and of the professional and personal qualifications of teachers, (4) general discussions of kindergarten readiness, the home-school relationship, the attributes of a suitable health program, and the keeping of records and reports, and (5) descriptions of typical full and half day programs.

The second section, concerned with the contents of a program of concept development, enumerates appropriate program elements in (1) language arts, (2) social studies, (3) science, (4) mathematics, (5) art, (6) music, and (7) physical education. Necessary and desirable physical facilities and equipment are the subject of the third section. The location, size, and arrangement of the classroom are discussed. Suggested materials, furnishings, equipment, and supplies are listed. The concluding section of the guidebook consists of an extensive bibliography and lists of sources of information and supplies.

What kind of curriculum activities would be important in a kindergarten program designed for today's children?

Kindergarten - The Child in His School and Home Environments, prepared by the New York Board of Education, is one of a series of guides (prekindergarten through Grade 12). The guide is designed to teach students to think critically about the crucial problems of our time, to grow in insight, to weigh issues, and to evaluate alternative modes of action. To achieve this goal, the curriculum emphasizes conceptual learning, creative thinking, and the continual reinforcement of basic skills and understandings.

The bulletin describes a basic course of study and learning activities in history and the social sciences for kindergarten. It is divided into six chapters: (1) We Live Together in the Classroom, (2) We Live Together in the School and Its Environment, (3) How the Family Meets Its Needs, (4) Some Needs Are Met by People Far Away, (5) We Adapt to Change, and (6) We Observe Special Days Together at Home and in School. Each chapter contains an outline and suggests concepts to be developed. The role and responses of both teacher and child are specified. Curriculum learning activities suggested in the chapters are meant to stimulate, not stifle, teacher initiative in using or developing other approaches. However, the detailed day-to-day activities included with book and song references are useful for beginning teachers or teachers who need "refreshing." The philosophy of the program emphasizes (1) the teaching of concepts rather than the accumulation of data, (2) providing students with the values, skills, understanding, and knowledge needed to cope with the pressing social problems of our age, (3) an attempt to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences, (4) an attempt to develop skills and research techniques sequentially, (5) an attempt to provide learning activities that aim at conceptualization through techniques of inquiry and discovery and (6) the use of multimedia resources rather than just the traditional textbook.

How do educational theories contribute to day-to-day kindergarten education?

An understanding of educational theories in relation to practical aspects of kindergarten education is the subject of *Kindergarten - A Year of Learning* by Marguerita Rudolph and Dorothy H. Cohen, and is directed to early childhood students and kindergarten teachers.

The first of five sections, "The Teacher Gets to Know the Children," has chapters dealing with the relationship between early childhood and later schooling and life, the meaning of kindergarten, individuals and relationships within a group, and the meaning of play in children's lives.

The second section describes how children learn about their world. Instructions are given to teachers on how to conduct field trips, to expose 5-year-olds to literature, and to perform science experiments with children.

The third section is entitled "The Children Communicate Feelings and Ideas Through Arts and Skill." The first chapter discusses the scope and variety of language expression. The second chapter stresses the importance of art for all children. The next chapter delineates the place of music and

rhythm in school. The purposes of blockbuilding and woodwork are stated and discussed in the fourth chapter, and the last chapter discusses the problems and pleasures of outdoor play.

The fourth section, "Organizing the Classroom to Facilitate Learning and Growth," covers classroom organization. One chapter discusses the meaning and place of various discipline techniques. A second chapter suggests plans and schedules for the best management of children and classroom.

The final section, "Beyond the Kindergarten," describes how parents and teachers learn about a child from each other, and demonstrates that kindergarten helps children to adjust to school life. Bibliographies are appended at the end of each section.

EVALUATION AND REPORTING

How can a workable system be developed to assess and evaluate a child's growth, rather than his achievement?

William D. Hedges and Elmer R. Kane, in *Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools*, report on an applied research effort to produce a new system of evaluation which will give information to the teacher about most aspects of a child's development as soon as he enters school. It will help her diagnose his educational needs, prescribe his educational environment, and report to his parents on his growth and development over periods of time.

Because of the inadequacies of many grading and reporting systems in the public schools, researchers, teachers, and staff members in the public school system of Clayton, Missouri, worked toward certain objectives. Their objectives were (1) to identify those factors of a child's growth which relate to success in school and which can be measured, (2) to locate, evaluate, and select instruments which can assess those factors, (3) to construct a comprehensive, realistic recording system which provides for: (a) diagnosis, (b) depiction of growth, and (c) prescription of an educational program, (4) to field test this recording system during the 1967-68 school year emphasizing: (a) prescription of a detailed program for children in kindergarten through second grade, (b) working with teachers and parents to implement the system, (c) improvement of the system, and (d) assessment of the system's feasibility, and (5) to implement the system during the following school year, providing for testing, diagnosis, and prescription.

One pilot school was selected from the Clayton school system. The principal, the kindergarten teacher, the two first grade and the two second grade teachers participated in the program. One teacher representative from each of the other four schools in the district also participated along with three guidance counselors and the director of pupil personnel services. With the investigator this group of 15 made up the Steering Committee. Once a month during the 1967-68 school year, one of several consultants from various disciplines made recommendations. As interpreted by the Steering Committee, these recommendations were (1) that a cumulative and longitudinal record should be kept for each child, (2) that records should be comprehensive, that is, should not be

confined to academic achievement, (3) that there should be a relationship between the information gathered concerning a child and the program developed for him, (4) that there should be parent-teacher interaction, (5) that a child's probable success in school should be predicted, (6) that the reporting system should be concerned not only with how a child relates on a community norm basis, but how he relates in terms of his perceived attitudes, (7) that teacher-child conferences should be held periodically, and (8) that an adequate reporting system should be developed to meet the needs of each school.

The Steering Committee produced a reporting system consisting of nine parts: (1) Your child's progress in reading, (2) Your child's progress in general academic achievement, (3) Your child's progress toward the goal of self-realization, (4) Your child's academic progress report, (5) Your child's height-weight progress report, (6) Supplementary forms, (7) Testing calendar, (8) Inventory on emotions and, (9) Student self-evaluation report. Only parts (3) and (4) would be mailed to the parents; other reports would be discussed in parent-teacher conferences.

The study's appendixes include the details of each of the reporting system's parts: a record folder which follows the student from kindergarten through Grade 6, two written reports to be sent to his parents, and two parent-teacher conferences during the school year. The pilot school implemented the reporting system bit by bit as it was being developed; full scale implementation was being planned at the time the study was written.

SELECTED TOPICS

CURRICULUM

What does a good music program for young children include?

This booklet, *Music for Children's Living*, contains six articles on music and its influences on young children, teachers, and parents. Music serves as a source of pleasure or a release from worry, sorrow, or pain. A variety of musical experiences gives children better command of their expressive actions. Three phases of growth activities provided by music are experiencing, expressing, and perfecting. (1) To experience music is more important than the child's performance because its personal impressions have a lasting effect on his feelings and judgments. (2) The form and quality of expression is less important than the motivating idea for the expression and the freedom to express an idea. (3) Each child is guided toward achieving his highest possible degree of excellence in performance. The teacher should guide, provide materials and experiences, and have an attitude of acceptance and enthusiasm for the child's performance.

Music is integrated with life in the early years. Differences between individuals are due to two factors in the child's development: the amount of musicality which he inherited and his stage of maturation in music: For young children music is primarily the discovery of sound. Teachers should allow freedom with musical instruments and vocal sounds under reasonable conditions. Music and movement are simultaneous in the youngest children, but not necessarily synchronized. Transference of a bodily rhythmic pattern to an instrument comes with growth. The teacher leads children musically from the known to the unknown.

Singing is fun and music should be correlated with other classroom activities. Children must be free to use their bodies in rhythmic expression. They need plenty of classroom space. For listening experiences teachers should use contemporary, classic, and folk music that is vital and imaginative. Children are interested in words that express their feelings and not in an artifical rhyme scheme.

A music program is a learning experience which should provide children with a sense of accomplishment. The teacher should plan goals for the year and constantly re-evaluate them according to the degree of accomplishment and satisfaction demonstrated by the children. Listening skills are strengthened if correlated with other studies. Contacts with instruments should extend from those easily mastered to more complicated instruments. Dramatization helps children to capture the essence of a song.

Teachers can teach music and find personal satisfaction in this activity even though they have minimal musical ability. Recordings, demonstrations, advice from a specialized music teacher, and learning to use basic music materials extend the abilities of the classroom teacher. Even though a teacher cannot carry a tune, she can help children to enjoy the musical activities of singing, listening, responding rhythmically, composing, and playing simple instruments. She should maintain a group feeling of togetherness and a spirit of adventure. Selected choirs and instrumental groups, and higher attainment in musical skill, can be directed by a specialized music teacher.

Shared experiences of musical activities within the family will increase such members' feelings of security and pleasure in being together. Parents are encouraged to develop musical interest in children regardless of the degree of talent of individual family members. Music lessons are discouraged before age seven or eight, although outstanding ability is usually evident by ages four or five. Parents who encourage musical activities pass down a heritage of pleasure to their children.

Should reading be taught in the kindergarten?

Reading in the Kindergarten contains articles based on observations and on the advisability of teaching reading in the kindergarten. Individual articles are summarized below.

A kindergarten child needs many experiences to help him achieve his educational potential. He will be more ready to meet the challenges of living in the next stages of his development if his previous experiences have met his needs. Therefore, opportunity for discovery and exploration in an environment planned to contribute to all facets of development, precedes formal instruction in reading.

Pertinent research studies and observations of 5-year-olds in a learning situation, and evidence of how early learning affects the child in later years demonstrate that there is no justification for introducing reading into the curriculum at the kindergarten or 5-year-old stage. It would seem that the very young, and particularly the relatively immature 5-year-old, would best profit from concept development and listening and speaking development in a comparatively unstructured environment.

Learning to read is dependent upon body configuration, readiness for formalized learning, and biological maturity rather than good teaching. Most preprimary children can be helped to learn to read by concentrating on direct sensory experience with the objects and people in their environment and by practice in verbal symbolization.

Good school programs during the preprimary years help parents to understand their children, how they grow, how they learn, and why they behave as they do. The ultimate value of preschool programs is to help children flourish as they progress through natural developmental stages. They should not be forced into a structured, adult-oriented setting.

One advantage of good kindergartens is that a child can move at his own pace and time his own activities and learning. The child needs an opportunity to grow and practice using materials according to his individual requirements. He must interact with people and savor new experiences before he can concentrate on learning in a formalized way.

A kindergarten teacher can do much toward creating a better understanding of young children and the kindergarten program among administrators and fellow staff members. She can inspire confidence in the program because she is clear about her goals and the reasons behind the activities that she plans for her class. She can also adopt a friendly and constructive attitude toward the administration and use every opportunity to interpret the kindergarten program to those around her as she tries to understand the problems administrators face.

In what way can creative dramatics help to promote individual growth?

Creative Dramatics by Margaret Woods suggests that sensitive and creative adults, skilled in the techniques of creative dramatics can help very young children to perceive life in depth and derive the values necessary to build a good life. Children feel most free to create within certain limits which contribute to a sense of self-direction. The teacher will find that acceptance, encouragement, and positive suggestions are more effective than reprimands. Positive evaluation facilitates growth toward previously defined goals. Children should learn how to evaluate critically but constructively.

Children can be motivated to read or create when the teacher sets the mood with records, films, or conversation. Recordings create strong impressions when influenced by thought-provoking questions or descriptions. Films involve children in the moods, emotions, and actions of the script. Objects arouse curiosity and set children to thinking. A child's comment, as he enters the room, may invite thought-provoking questions from the teacher to deepen the impression to which children can respond. Simple beginning experiences in pantomine and dramatic play include spontaneous action and reaction with or without dialogue. Encouragement to do something in his own way brings out movement unique to each child. Five and 6-year-olds like to show rather than tell how they would mix batter for a cake, or ride a bike. Situations requiring action and reaction provide opportunities for children in the upper elementary grades to practice making decisions.

Basic needs are met as children express thoughts and feelings through characters who are different from themselves. Individual expression and understanding develop as children identify with the wind, caterpillars, Mr. McGregor, or the babysitter. Dialogue is expressed when the time is right. Experiences are shared and evaluation is encouraged. Meanings are clarified for children when "try on" life experiences. Complete involvement in an imaginary experience tends to encourage confidence to meet the identical situation when it is encountered.

Failure to accept a child's efforts, and then to help him to refine his efforts, is a common fault. The teacher must recognize that the value of creative dramatics is in the process rather than in the end result. Failure to make a creative dramatics experience a "fun" experience can greatly hinder an otherwise good program. One unsuccessful attempt to provide a creative dramatics experience occasionally discourages a teacher. A creative dramatic experience sometimes seems to star the teacher instead of what the children are learning. Participation in dramatics encourages identification with quality human experiences. A teaching approach which uses the art of creative dramatics helps to promote development of maximum individual potential.

What should a language program for disadvantaged preschoolers include?

In *Language Programs for the Disadvantaged* the National Council of Teachers of English Task Force on Teaching English to the Disadvantaged recommends that the development of skill in language and concept formation be the overriding concern of preschools for disadvantaged children and that emphasis on all other objectives be reduced accordingly. The teachers must help children to organize and discipline thought and expression.

The greatest need of disadvantaged students is accelerated development in language. This emphasis on language development sets regular preschools apart from programs organized especially for the disadvantaged. Any educational program that claims to be helping children overcome their environmental handicaps must be able to show not just a normal rate of progress, but a superior rate.

Preschools attempt to bring the disadvantaged child to a level of readiness for primary school instruction equal to that of the middle class child. The formative years of a child's life influence crucially the limitations which act on later growth and achievement. Early childhood is also the time during which the IQ is most variable.

It is recommended that every preschool classroom for disadvantaged children contain a library with a wide selection of children's books, both factual and imaginative. Virtually every aspect of language is influenced by the culture of those who speak it. The disadvantaged child, reared on the margin of or apart from the dominant culture, must learn the language of that culture if he is to operate successfully in it.

The preschool curriculum for disadvantaged children should include planned small group instruction in basic vocabulary and statement patterns of conceptual language. Opinions differ on methods of teaching language totally unfamiliar to the child which enables him to produce the language and to adapt it to later situations. A pattern drill is recommended with enough variation and visual aids to maintain the interest of the children. The crucial issue in the preschool is the relation of language to thinking. The adult should continually remember that his purpose is to help the child extend the ability to communicate through language, not merely to master superficial items of English usage.

The NCTE Task Force recommends that nonstandard English dialect be a concern at the preschool level only to the extent that it interferes with the acquisition of fundamental language learnings. Activities chosen for preschools for the disadvantaged should contribute directly to the concentration on language and need to be carefully evaluated in terms of their contribution to the total program.

RESEARCH DIGESTS

What kinds of child development and day care centers are there and what are their objectives and standards?

Teachers and prospective teachers are provided with concise, valid, and up-to-date summaries of educational research findings and their implications for teaching in the series of booklets, *What Research Says to the Teacher*, published by the National Education Association. This pamphlet in the series, written by Sarah Leeper, was designed (1) to identify types of child development and day care centers, (2) to examine their objectives and standards, (3) to present an overview of the school program, and (4) to examine the advantages of having a child attend nursery school and kindergarten.

Centers for preschool children include nursery schools, kindergartens, child development centers, day care centers, and cooperative nursery schools. Regardless of the type of center, its sponsorship, or the background of the pupils, an adequate program should be provided for the children enrolled. Minimum standards governing the teacher, the size of the group, the curriculum, and the physical facilities are usually legislated by state departments of health, education, and welfare. Development of personal values and skills, academic learnings, and group values and relationships are general objectives of early childhood education. In addition, each teacher may formulate particular objectives and should use consistent guidance to reach all goals.

Today there is classroom experimentation in mathematics, reading, science, and social studies. Current curriculum reform emphasizes the need for children to understand educational principles and to learn through discovery and problem solving. The teacher is asked to provide for individual differences. Curriculum planning invites teacher inventiveness and flexibility, as opposed to rigid scheduling, while the teacher employs curriculum principles and applies knowledge of research findings. This pamphlet cites current studies in curriculum innovation which may be used as guidelines for nursery school and kindergarten teachers.

How are children from low income backgrounds handicapped in school performance?

In *Position Paper on Preschool Programs* Vera John writes that readiness is influenced by attention span. The ability to shift attention (e.g. auditory to visual) is related to future reading skills. Children from low income backgrounds are disadvantaged because they have inadequately developed verbal skills. Such children usually use shorter sentences, fewer questions, limited vocabulary and poor articulation. They show a deficiency in the use of language as a cognitive tool. Environmental influences have been shown to have a greater negative effect on the performance of low income children than on the performance of middle or high income children whose trouble may be due to retardation.

Intelligence test performance depends on social environment factors (nutrition, father absence, attendance at preschool and length of residence in the North) and testing situation factors (sex and race of examiner, verbal saturation of test and cultural bias, and acquaintance with test taking techniques). Understanding the effects of environmental conditions on the results of IQ tests can lead to specialized programs. Research on perceptual processes shows no results related to class. There has been no work done on variations in sensitivity. In auditory discrimination tests, class differences emerge. Differences become apparent when tests are timed. Children trained in complex perceptual processes such as visual discrimination have shown gains in IQ.

Differences between classes appear least significant in quantitative skills. These difficulties may hinge on language problems. Learning performance in experimental settings shows an inadequacy of IQ scores in predicting learning rates. The periods of particularly severe stress for culturally disadvantaged children are the preschool years, adolescence and young adulthood. Development of self-concept in Negro children shows racial awareness early. Fatherless children had lower IQ's, sex role confusion, and a need for immediate gratification. Children from

disadvantaged neighborhoods view their environment as hostile even though they may not appear to do so in early years.

What kind of research studies are carried out in Head Start Regional Evaluation and Research Centers?

In 1966 the Division of Research and Evaluation for Project Head Start established 13 regional evaluation and research centers. *A Digest of the Research Activities of Regional Evaluation and Research Centers for Project Head Start 1966-1967* by E. G. Willerman and associates states that the work of the centers was divided into two parts: (1) to collect data for a national evaluation of the 1967 full year Head Start program, and (2) to conduct studies in methodology, learning and curriculum, sociopsychology, environment and anthropology, medicine and nutrition, and the development of preschool children from deprived backgrounds.

This three-part report summarizes the research studies. Section I presents a study on attention in children 2 through 4 years, and six studies concerned with the development and measurement of sensory and perceptual processes. Also discussed is concept identification, which focuses on the effects of stimulus complexity and stimulus uncertainty in concept identification tasks. Other subjects include classification of objects by lower class Negro children, effects of training procedures upon classification, and transfer of newly learned skills. There are reports on the problem of measurement and the development of new instruments, language structure, the derivation of vocabularies of different cultural groups, the degree of cognitive difference between cultural subgroups, and speech organization. Other studies deal with comprehension of verbal instructions, effects of dialect upon language acquisition, the relationship between language habits and attitudes, and nonverbal representation.

A chapter on learning summarizes reports on conditions for effective learning, on reinforcement and operant conditioning, and on egocentrism and number conservation. Studies report the performance of lower class preschool children on batteries of tests, on several new tests, and a new statistical model. Included are descriptions of research done on fear, on measures of expression of aggression, on cooperation and competition, on racial identification, self-concept, and confidence, and on emotional disturbance in preschool children. Two studies on physical development are also summarized; one on anthropometric measurements, and the other on a nutritional survey of Head Start centers.

Summaries of reports on the interaction among measures of intelligence, achievement, and behavior, on dependency and reinforcement differences between Stanford-Binet gainers and non-gainers are presented. Also considered is the interrelation of cognitive functioning and behavior with teachers' perceptions. The effects of preschool experience on intelligence, achievement and attitude, and the effects of specific types of programs upon specific aspects of achievement are stated.

Section II contains studies on Head Start parents and families, their characteristics, on the impact of familial characteristics, behaviors, attitudes, and values upon children, on the effect of Head Start upon parents, and on new scales and questionnaires.

Section III contains research on teachers, classrooms, and social organization. Studies are summarized which report on the development of instruments to measure curricular input and teaching style, on inner city versus suburban Head Start center environment, on improving teaching, and on the social organization of Head Start centers. The appendix lists the 13 Evaluation and Research Centers and their directors.

What are the distinguishing features of a preschool program designed to give children school-oriented experiences?

The unique characteristics, personal experiences, and development patterns of the economically disadvantaged child of Harlem inspired a close examination of all aspects of a prekindergarten program. This booklet, *A Prekindergarten Program for Four-Year-Olds*, by Ruth A. Bouchard and Bernard Mackler, describes the school-oriented program, and discusses its implications for educators, school personnel, and families of the Negro community.

The teacher, curriculum, daily activities, behavior, and parents of the 15 enrolled children were studied. Evaluations emphasized the *outcomes* of learning rather than the social, emotional, and intellectual *processes* of learning. The following conclusions were drawn: (1) nursery school attendance seems to make its greatest contribution in the development of social skills, (2) nursery school seems to help children become more independent and achieve greater emotional maturity, (3) whether or not nursery school accelerates intellectual growth is unclear, and (4) there is some question as to whether the development of disadvantaged children is enhanced by nursery school.

A review of literature on nursery school, preschool, and Project Head Start includes data covering the subjects of social, emotional, and cognitive development of children. A final summary concludes: "The permanency of social, emotional, and intellectual changes is an issue that remains undecided. Only extended follow-up studies can give us this information."

How can teachers and researchers benefit each other?

In *You and the 4th R: Research*, Helen M. Robinson states that research is basic to what is taught in the classroom, how it is taught, and how instruction is evaluated. Administrators, teachers, children and parents have become partners with the researcher. Once the teacher is a part of the research plan, he becomes one of the central figures in determining the dependability of the results obtained. Research attempts to apply the scientific method to educational problems in order to evaluate and predict, to describe, duplicate, and generalize, and to enable large numbers of teachers to improve their practices.

Among the sources of information on research available are: the *Encyclopedia of Educational Research* and the *Review of Educational Research* published by the American Educational Research Association (AERA), summaries of research in special areas, yearbooks of the National Society for the Study of Education, Educational Resource Information Centers (ERIC), and *Research in Education*.

Educational research may be classified in a number of ways. Historical research aims to review the studies of an educational problem, establish a basis for understanding the present status of the problem, and predict future developments. Normative studies are used in test development, especially if the test measures a new ability or a unique population. Survey studies show areas of strengths and weaknesses to which a teacher or a school needs to pay close attention. Comparative research permits a comparison of the performance of given groups. Other research tries to determine the relation between any two or more factors at a given time. Predictive studies are a form of relational investigation in which a test is given before instruction and a criterion test is given after instruction. Experimental research uses various designs to compare factors in the classroom. It is most useful if it provides insight into the reasons for certain types of intervention programs, methods, or materials proving to be more effective than others. Case study research is the intensive or extensive study of individuals.

The results of exploratory research should be viewed as tentative. Demonstration research studies should be read critically to see that they fulfill accepted research criteria. Action research requires many replications before wider application of results can be justified, but is an important research area. Teachers should be objective and purposeful in making a commitment to cooperate with a researcher. They should play a major part in initiating and conducting action research. Personal satisfaction, personal and professional stimulation, the finding of solutions to everyday problems, and the chance to make a useful contribution to the profession are some of the advantages of participating in educational research.

SPECIAL PROBLEMS

How can teachers of disadvantaged children help them to meet their particular educational needs?

Young Deprived Children and Their Educational Needs is the title of a pamphlet by Barbara Biber which suggests that disadvantaged children should have an extended opportunity to explore the physical world, to become increasingly sensitive to the world in which they live, and to become keen observers. Children should have opportunities to do and make and to acquire a large repertoire of action responses. The teacher is an active guide, helping the children to see, to observe, and to discriminate. Teachers support the developmental tendency in the child to deal with things indirectly, to symbolize them, to reproduce in his own particular way the experiences that have been meaningful for him.

The development of language and concepts is one of the most important aspects of growth in the early years. The use of words becomes the major tool for the child in expressing his experiences symbolically. He is able to think in more complicated ways, to master the number system, and to prepare himself to use the system of written language.

It is essential that teachers of young children understand (1) that the child is centered in himself, (2) that he connects new knowledge to meanings he has personally organized in his own life, and (3) that the bridge between his personal experience and his encounter with the world enables him to become an integrated personality at this stage of development.

What are the basic life deficits of most of these disadvantaged children? What adaptations to usual school procedures, or relationships, must be made to further the development of young children? First, their language is not only immature, but their thought process expressed in language is undeveloped. Second, the child does not have a model of spoken language, and lacks rich, meaningful communication. The third level of deficit is the most serious. The children cannot be sure of basic necessities. This kind of life deficit diminishes the development of personality at its very roots. Widening experiences, and teachers, who become models of interest in everything, who raise questions and make observations, stimulate language development.

The goal is to build a world for deprived children in the classroom that is a clear world, one in which they know where things are, what is going to happen next, and where they have a set of expectations that they can count on. The teacher should initiate free play activities for children who do not know how to play and need active guidance to be aware of what they can do. She should stimulate play and lead children gradually to a more independent way of initiating ideas and thinking up play schemes to engage in with other children. A good teacher helps her students develop meaningful relationships and extends their understanding of the world.

What aspects of development should be the concern of compensatory education programs like Follow Through?

Compensatory programs for disadvantaged children must be concerned with social and motivational aspects of development as well as intellectual growth according to Urie Bronfenbrenner in *Motivational and Social Components in Compensatory Education Programs: Suggested Principles, Practices, and Research Designs*. Research showing effective environmental intervention appears to divide into five categories: (1) potency model (the effectiveness of models in changing behavior), (2) social reinforcement (affection or approval for a child exhibiting desirable behavior), (3) intensive relationships between a child and another person, (4) group forces, especially the influence of peers, and (5) superordinate goals (goals that are more important to the group than to the individuals in the group).

Follow Through must be concerned with the child's environment. In addition to providing traditional instruction Follow Through programs need to (1) provide for family involvement in activities of the program in school, neighborhood, and home, (2) use older children in activities with younger children to encourage development of friendships, (3) make arrangements for groups mixed by age, sex, and abilities, which offer opportunities for mutual aid and group recognition, (4) establish programs which end the isolation of the classroom and involve the entire school community as participants and supporters of those more actively engaged in the program, (5) bring in persons from the child's own neighborhood, as well as other segments of the community, who can present the child with appropriate models, and (6) make the concern for young children a superordinate goal of the community including an examination by the community of the opportunities it offers to its children and of the ways in which these opportunities can be extended to all children.

Suggested are additional areas for Follow Through involvement and early childhood research. Recommendations are: (1) The role of teachers in the classroom should be expanded to include functional relationships with other adults. (2) Classroom composition and motivational structure should be studied with close attention to variables. (3) The school should provide for a continuity of personnel, arrange for the active involvement of younger and older children, and should act as a social unit bringing together all organizations and people interested in the welfare of the child. (4) Follow Through should help engage parents, other adults, and older children in mutually rewarding patterns of interaction with their children. Follow Through should develop libraries of toys, games, and books which are available to all members of the family. (6) Studies of relationships within the neighborhood are needed to determine how neighborhood people affect the development of the child. (7) Programs and centers apart from the school setting may also be evaluated. The total pattern of life for children in the community is not yet known and should be the responsibility of the large community, including Follow Through.

How can teachers help children who hurt others, have undue fears, and use bad language?

The intent of this pamphlet *Some Special Problems of Children* by Nina Ridenour and Isabel Johnson is to give practical advice and a point of view about rearing children. Suggestions are drawn from the thinking of nursery school teachers, psychiatrists, pediatricians, social workers, psychologists, public health nurses, and parents. A summary of topic conclusions follows.

Children may or may not mean to hurt others. They may be expressing troubled feelings. A child shouldn't be allowed to hurt others, but adults should recognize that such a child is expressing his own feeling of uncertainty. He needs to be helped to feel important, accepted, and capable. If a child is destructive, cut down accidental destruction by removing obvious obstacles. Provide sturdy playthings and look ahead for hazardous situations. Children with willful intent to destroy need extra understanding and help.

A child from any background may sometimes use bad language. Words don't mean as much to the child as they do to an adult. Avoid acting in such a way as to emphasize the importance of words you object to. Distraction, suggestion, and withdrawal of attention are methods a nursery school teacher may use to combat unwanted language.

A child must learn to share from learning to own. Learning to know and like other children comes before learning to share. Let a child learn at his own pace.

Thumbsucking is generally harmless. Babies need different amount of sucking to meet their needs. Older children suck their thumbs for comfort and reassurance. If thumbsucking is persistent or excessive, it may be a sign of unsatisfied needs. Avoid drastic or direct methods of handling thumbsucking.

Early, rigid, or excessive emphasis on toilet training may cause wetting problems later on. Wetting incidents are to be expected and should be treated casually. Uneasiness, excitement, or

fatigue may be the cause of wetting. Help the child want to gain control and be understanding and reassuring about fears or misunderstandings he may have.

It is natural for young children to handle their genitals. Adults should stop worrying about masturbation. It is better not to call the child's attention to masturbation if he is young. If he is older, explain to him that it isn't done when other people are around, and help him find other things to keep his hands busy.

Fears are normal in a dangerous situation. Anxiety is related to a deeper uneasiness about problems within oneself. Soothe and reassure a child who is frightened. Help him prepare for frightening events. Build self-confidence to overcome fear.

MATERIAL RESOURCES AND FACILITIES

How can a teacher decide which are the best educational materials to use in her class?

This booklet, *Equipment and Supplies*, is designed to be an aid to teachers in selecting worthwile materials from a wide range of educational equipment. Equipment and supplies have been evaluated according to criteria based upon educational objectives. Selectively chosen, materials can foster resourcefulness, creativity, and independence.

The appropriateness and practicality of materials have been established by testing them with children in schools throughout the United States and Canada. Each test center uses a form for judging the materials sent by manufacturers in the area, following a set of uniform criteria developed and adopted by committees on Equipment and Supplies and approved by the Association for Childhood Education International Executive Board.

Criteria for testing includes the following questions: For what age levels is the item most suitable? Is the size correct? Is the surface easily cleaned and durable? Is the paint nonpoisonous? Can the article be used for more than one purpose or by more than one child?

Included are lists of articles approved for use with a nursery school of 15 children, a kindergarten of 20 children, a primary group of 25 children and a group of 30 children from intermediate grades. Classified lists of equipment and supplies are found under the following headings: art and craft, audiovisual, basic classroom, language arts, music, play, science, computing and measuring. In order to simplify and condense the many listings all manufacturers' and distributors' names have been abbreviated. They appear alphabetically in a directory of manufacturers and distributors and their Canadian agents.

What are some general guidelines for designing a child development center?

In building a community center, local, private, and public resources can help support the cost of constructing quality and imaginative facilities suggests Ronald Haase in *Designing the Child*

Development Center. To be part of the community, the center should be accessible to all. The best facility to house a complete Head Start program, its social and medical services, and its daily program, is a single building where the atmosphere is inviting to both children and parents.

The play space is the most important part of the center. Outdoors, a play area, which is equipped with structures formed in a continuous playscape, stimulates creative expression of movement. The manipulation of space, light, textures, and color in the indoor play area provides a flexible environment which fits the child's moods and activities. Open space suits noisy activities; private space allows for quiet moments. The easy accessibility of smaller objects eliminates the child's need for constant adult assistance and frees the teacher from time-consuming activities. Versatile objects (slotted boards and old packing crates) make possible a full range of imaginative play activities.

The effects of Head Start activities are maintained when they are reinforced at home To foster parent involvement in the program, the center should provide special conference areas for parent-teacher discussions, and allow for community activities including homemaking classes and bazaars.

General guidelines for designing a center are: (1) Define the center's goals. (2) Establish the program of activities. (3) Describe the nature of the environment to be used. (4) With the help of a local architect, design the center allowing for open and accessible areas, good lighting, sound structure, and clean surfaces. It is advisable to retain the services of the architect to work out problems in design which might arise. (This document also contains a chart showing the requirements for plumbing, ventilation, and exits in each section of the country.)

ACTIVITIES FOR CHILDREN

How can scrap materials be used creatively to reinforce learning in all curriculums?

Here is a collection of 16 essays whose common command might be, "Construct teaching tools creatively!" In *Bits and Pieces: Imaginative Uses for Children's Learning*, no budget is no problem, since the contributors to this illustrated booklet have used "at hand" materials ingenuously. Using scrap materials imaginatively may momentarily arrest the preschool or primary teacher, but with this manual in hand, she'll be stumped no longer.

Where do you find things? is resourcefully answered. Exploration and discovery is the joint responsibility of teacher and pupils and is half the fun of any project. Carrying out ideas requires a teacher's stimulation and one author lists in chronological order directives for an adult to stimulate creativity in children.

In "Art Per Se" the author pleads that "Art has a responsibility not only to interpret a society, but also to lead, to question values, standards and aesthetics." She deplores the affluence and obsolescence of modern society producing waste materials at the fastest pace in history, and urges a search for and collection of familiar discards. Then she gives detailed descriptions of what to do creatively with the materials in the classroom.

In "Native Crafts in Children's Learning" uses for corn shucks, wood, stones, fungi, and leaves are offered. Games are suggested which are to be played with outdoor material, and the author urges that here is the teacher's opportunity to teach conservation.

There are articles on using common materials such as visual aids in teaching mathematics; using natural materials to teach science, constructing musical instruments from scraps; and designing dioramas, exhibits, etc., to enhance social studies learning. Language arts is more interesting if the teacher uses puppets, and dramatic play evokes creativity in designing stage, scenery, props, and costume design. Final essays deal with storing materials and multiple uses for boxes and cartons.

What art activities involving ordinary and available materials can be used to help children express themselves?

How to use materials with preschoolers is the subject of this practical booklet, *What A Child Can Do*, by Carroll Lambert. Preschool children can be extremely creative when working with ordinary household materials and basic art supplies. Working with different kinds of media allows children to fulfill the need to express themselves and offers emotional release.

Children enjoy fingerpainting. Wet paper or smooth table tops make good fingerpainting surfaces. The texture of fingerpaints made from starch and soap flakes, liquid starch, wheat paste, cornstarch, wall paper paste, soap flakes, pudding, and frosting can be altered if rice or confetti are added.

Clay and paste can be made from salt-flour or plasticine clay, salt, wall paper cleaner, sawdust, cooked or raw dough, cornstarch, and flour or wallpaper paste. Color may be added to the clay before objects are shaped, or the objects can be dried and then painted. The teacher's role is to supervise the use of materials and to let the child work alone on creative projects. Clay can be molded into salt beads, candle holders, and flower gardens.

Exploring the texture and characteristics of flour, cornmeal, wheat, oats, cereals, sawdust, salt, mud, whipped potatoes, clay, jello, ice, and water helps to sharpen the senses. Suggested containers and toys for using these materials include pans, bowls, tubs, wading pools, large low-cut boxes, kitchen utensils, cardboard spools, small boxes, toy animals, old nylons, and shoes.

A variety of different materials on hand also stimulates creativity. Snowmen, fans, hats, and masks can be made from paper plates. Egg cartons become caterpillars, ants, flowers, jewelry, and glove boxes. Cottage cheese cartons can be converted into baskets and paint containers. Milk cartons make good trains, lunch baskets and planting boxes; gallon ice cream containers can also become baskets or flower pots. Large boxes can be used for box sculptures and play houses. Pictures and sculptures can be made from toothpicks and glue, while soap can be used for making soap bubbles, snowmen, and fingerpaints. Bottles or cans can be transformed into vases, and necklaces created when objects with holes are strung together on string or yarn. Masks are sculptured from paper strips glued onto inflated balloons. Later, the balloons are punctured and the dried masks are decorated.

Children may make a variety of items from different kinds of paper: place mats, flowers, life-size self-portraits, snowflakes, butterflies, bookmarkers, pinwheels, gift wrapping, and chains.

Children learn scientific principles through experiences with different forms of water, seeds, plants, magnets, balloons, weights, measurements, and animals. When children make eggnog, jello, sandwiches, cookies, cold cereal, chocolate milk, popcorn, lemonade, hamburgers, and meat loaf, they learn about nutrition as well as about scientific principles.

Is play learning? What play equipment is recommended for nursery school?

In this book, *Play and Playthings for the Preschool Child* by E. M. Matterson, information about play materials and experiences is given to help nursery school personnel make the most of their resources. The values, purposes, types, places, and times of play are discussed. The second chapter describes the play area, the buying and storing of equipment, and the best use of overall space.

A discussion is presented on the value and techniques of playing with water, sand, clay, wood, household materials, and other natural play materials. The following chapter offers simple construction plans for settings which stimulate imaginative play. The settings include play houses, hospitals, dens, stores, and theaters. A small section on puppetry is included. Chapter 5 discusses the importance of using conventional toys which help children to assume adult roles. Dressing up, playing with dolls and their accessories, or with scale model toys such as farms and garages, teach children sociability.

Children have a keen sense of adventure. The purchase and construction of climbing. balancing, physical action equipment, wheeled vehicles, and toys are suggested to meet children's need for adventure play. Materials and techniques which can be used in creative play, painting, coloring, drawing, paper play, papier-mache work, and cooking are described. A chapter on developing manipulative skills and coordination contains a discussion of the use of constructional materials and matching games, and suggests techniques for teaching number recognition and adult skills.

Music to listen to, music to make, and music to use are three aspects of music presented for preschoolers. Appropriate books, and where and when to read them, are suggested. Some tips on reading aloud and some specific information on storytelling techniques and materials are also included. Understanding nature through play involves gardening experiences and pets and their care. Another chapter suggests activities to ooccupy and entertain children confined to bed.

Chapter 14 deals with the provision, care, and arrangement of equipment, the role of the adult, problems in converting a building to meet children's needs, and hygiene in the play area. A summary of children's social needs is given in the last chapter.

How can a teacher make the most of blockbuilding activities?

Blocks are essential equipment in a schoolroom for young children, as Esther B. Starks points out in *Blockbuilding*. They provide a wide range of experiences, are spurs to learning, and furnish excellent settings for dramatic play. The free use of blocks encourages the development of cooperative activity and the development of desirable social habits. Tangible problems relating to sharing and taking turns with toys and blocks are recurrent, but can be satisfactorily solved by skillful teacher guidance. It is important to leave block constructions undisturbed overnight to help encourage and develop a child's longer attention span. Details may be added to the building as a result of discussing the project at home, and home interest will develop in the school project.

Blocks are creatively challenging. Arithmetic, geography, science, and concept development can result from play with blocks. Dramatic play is a creative expression which arises out of blockbuilding. The teacher sets the stage by providing raw materials, adequate floor space, time for building, and her sympathetic, alert interest. She helps children develop standards, assume greater responsibility, and grow in cooperative planning and living.

Smooth wooden blocks made in simple styles and finished in natural color have proved to have maximum durability and safety. They should be painted if they are to be used outdoors or lacquered if they are to be used indoors. Worn blocks can be lightly sandpapered and relacquered to last several more years. They should be stored where they are easily available to the children. Open shelving which permits neatly stacked piles and contains enough partitions to allow separate sections for each type of block makes a good block storage place.

What games and activities stimulate learning in preschool children?

Games children play are not only fun, but are essential to their intellectual, social. and physical development. Games also stimulate learning.

Games and Activities for Early Childhood Education by Guy Wagner and associates is the eighth in a series of publications using games as instructional tools. Ranging in appeal from early childhood (3 years) up through the primary grades, the games are particularly suitable for use with the younger children of this group. Nursery school, day care center, and Head Start teachers and parents will find the booklet of special value.

If parents and teachers try to understand a child, keep pressure to a minimum while encouraging him, avoid severe punishment and offer constructive criticism instead, teach him how to think, and concentrate on making progress rather than attaining standards, the child is off to a good start.

Chapters of the booklet deal with stimulating reading and listening, how to tell a story, acting out experiences, developing rhythm, and appreciation of poetry. There is a chapter on stimulating and releasing children's artistic talents, and another on fostering love of music in little children. Developing an interest in number experiences and an elementary understanding of number concepts, increasing interest in science, and guiding children's interest in the world of people and their inter-relationships are subjects of three chapters. Physical fitness, body tone, and strength are developed through activities and games suggested in a chapter on rhythm and movement. The last chapter deals with communication between home and school from three points of view: (1) mutual projects, (2) what parents can do, and (3) what teachers can do. Included in the appendix are sources for songs and classical music, nursery rhythms, poems, stories, and a bibliography.

How can a teacher encourage creative activities?

Creating with Materials for Work and Play contains 12 leaflets describing creative activities. Each leaflet is concise and specific, offering practical suggestions for use in schools or homes with young children. Recipes and formulas are provided for materials which can easily be made by the teacher or parent. The values of different experiences are explored and explained. The leaflet subjects are (1) Selection and Use of Drawing and Painting Materials, (2) 3-D Materials: Clay and Others, (3) Natural Materials - Tools for Learning, (4) Many Learnings through Block Play, (5) Working with Wood, (6) Props to Enhance Dramatic Play, (7) Puppetry, (8) Creative Rhythms and Dances, (9) Materials for Science, (10) Cooking and Snacks, (11) Formulas for This and That, and (12) Room Environment. The folder may be purchased as a unit or the individual leaflets may be purchased separately.

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Please fill out this questionnaire and return it to us. CRIB is prepared by the Clearinghouse as a service for Project Head Start, and your responses will help us to improve the value of this service to yourself.

QUESTIONNAIRE

Do you receive the ERIC/ECE Newsletter? Yes__ No__

What is your primary affiliation?
__ Federal agency __ State agency __ University or college __ Public school system
__ Private school __ Profit making organization __ Nonprofit organization
__ Other:_____

What is your position?
__ Administrator __ Researcher __ Teacher __ Auxiliary (paraprofessional)
__ Consultant __ Information Specialist __ Legislator
__ Other:_____

What subject areas interest you?
Child development: __ Intellectual aspects __ Psychological aspects __ Physical aspects
__ Human environment of the child __ Physical environment of the child
__ Educational programs and curricula __ Educational equipment and materials
__ Research methodology

What kinds of information would most interest you?
__ Summaries of individual research studies __ Digests of research findings
__ Descriptions of specific programs __ Evaluations of specific programs
__ Descriptions of commercially available curriculum materials
__ Descriptions of sources for activities __ Reviews of recent books

How do you plan to use CRIB?
__ As a current awareness publication to be read when received
__ As a resource to be consulted when needed

How frequently would you like to receive CRIB?
__ Once a year __ Twice a year __ Three times a year __ Four or more times a year

With respect to this particular issue of CRIB:
Have you seen the first issue of CRIB? Yes__ No__
Did you find the question/answer format helpful? Yes__ No__
Was the information in this issue new to you? Yes__ No__
Which sections did you find of interest? I__ II__ III__ IV__ V__
Which sections were the most helpful? I__ II__ III__ IV__ V__
Were the summaries of research studies in section II too long__ too short__?
Were they clear__ or unclear__?
Did the descriptions of resource materials in the other sections help you to decide if you wanted the materials? Yes__ No__
Did you order any of the documents which were available from EDRS? Yes__ No__
Do you plan to order any of the materials from sources other than EDRS? Yes__ No__
Will this issue of CRIB be read or used by more than one person? No__ Yes, by about ____ people

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